DOCUMENT RESUME

ED 330 428 PS 019 206

AUTHOR Morgan, Gwen
TITLE Challenge to the Profession: The Dynamic Model of Staffing.
PUB DATE 90
NOTE 20p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Certification; Day Care; Differentiated Staffs; Early Childhood Education; Guidelines; Higher Education; Models; Nursery Schools; *School Role; *Staff Development; Teacher Education; *Teacher Qualifications; *Transitional Programs
IDENTIFIERS *Staffing Patterns

ABSTRACT

Citing issues of professional qualifications and reward systems that the field of early childhood education must resolve as preschool programs become part of the public schools, this paper argues for adopting a dynamic career ladder model of program staffing. The dynamic model assumes a mix of staffing in early childhood programs wherever they are offered and provides staff with incentives for ongoing personal and professional growth. The dynamic model preserves the integrity of the concept of professionalism based on knowledge, as compared to the static model of university-based pre-service education. Issues discussed include: possible bridges into school positions for teachers of young children in day care centers and nursery schools; consequences of college and university adoption of the fifth-year concept of teacher education; actions that early childhood centers and Head Start should take; Massachusetts' licensing and teacher certification requirements for early childhood teachers in the schools; and the need for a broader view of training than presently obtains. Appendices provide examples of reward systems in private day care/nursery school programs; charts of certification types by state; a proposed model of professional roles, career ladder and wage structure for early childhood programs; a career development system model incorporating pre-professional, transitional, and professional training systems; and proposed regulations for staff qualifications. (RH)

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CHALLENGE TO THE PROFESSION:

The Dynamic Model of Staffing

by Gwen Morgan

For the past twenty-five years, the public school system and the network of early childhood programs have been like two trains on rapidly converging tracks. The public schools have been committed to pre-service credentialing, one teacher per large group, and a rising teacher salary. The early childhood network has been committed to a model of professionalization that included both college-trained professional teachers and members of a child's own ethnic community who are acquiring increasing qualifications through ongoing training after employment. The model also assumed team teaching, and small group size and ratios. Salaries were traded off because of the effect high salaries and low ratios on affordability to parents.

Conceptually, the reliance on pre-service credentialing for a single teacher role might be called the "static" model; the upward mobility through several levels of roles based on after-employment training combined with pre-qualified staff might be called the "dynamic" or career ladder model.

The early childhood constituencies assumed that when the two trains converged, the result would be developmentally appropriate education for children, high salaries for teachers, and low ratios. However, the schools are going to encounter the same "trilemma" issues of balancing staff salaries over a longer day with low ratios and affordability, and most of them will balk at the much higher per pupil rate for young children.

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There is also going to be the problem of where to find the teachers in a tight labor market. There is already a shortage of staff with any qualifications to work in early childhood programs. All the colleges in the United States are not producing enough graduates to fill even a fraction of the current need, let alone any expansion. (Costley, 1988)

The Challenge

There is now good consensus across all the early childhood constituencies on the knowledge base for professional development. The idea that programs can be custodial is obsolete; in only three states would it be legally permissible for a program not to have a developmental program. A developmentally appropriate philosophy based on

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what we know of young children is the expected program, whether the program is in a school, a day care center, or a nursery school.

The evolution of the professional qualifications and reward systems in the field must resolve all the following issues if the field does not break apart into two different professions:

> the longstanding commitment in public education to teacher certification based on at least a B.A. degree, with the added issues of new potential reforms adding another year.
>
> the commitment to a low child/staff ratio in the early childhood field, and the resultant cost feasibility of the service.
>
> availability of labor in a tight labor market.
>
> aspirations of the early childhood educators for recognition as a profession.
>
> knowledge base of the profession that care and teaching are not divisible.
>
> ideals of the early childhood profession to empower and include low-income members of a child's community as pre-professionals with opportunities for full participation as professionals after further education, supervised experience, and professional growth toward competency.

Alternative strategies

There appear to be three alternative strategies for dealing with the cost and labor shortage issues. One, more compatible with the public school model, would employ certified teachers who would teach but not involve themselves in care, for part of a child's day, covering the remainder of the long day with less qualified staff who are permitted to care but not assumed to be teaching. This model divides care from education, a division which the early childhood field considers false and potentially harmful. It is an example of the static model for the teacher role.

The second model staffs the programs for young children with staff who are credentialed to teach but whose teacher preparation is less expensive and time-consuming than a B.A. teaching certificate, justifying a lower salary. The qualification might be the CDA (Child Development Associate) credential (Zigler, 1987), which is a competency-based

certificate that is the academic equivalent of about one year of college, with emphasis on demonstrated abilities with young children. This model, too, is static for the teacher role. By itself, it is not widely acceptable to the early childhood constituencies because it appears to assume that work with young children requires less academic professional development than public school teaching, a premise not accepted in the field.

The third model is the solution that has been evolving in the field of practice, the "dynamic" or career ladder model. This model assumes a mix of staffing. Some staff serve as role models to inspire and demonstrate quality for other staff. Programs would employ at least a few highly trained teachers, among other teachers who also have child development training. The training can be pre-qualifying, such as a B.A. in early childhood education that includes substantial practicum experience, or some of it can be accrued after employment through access to college-credit courses. The program establishes a variety of roles, such as aide, assistant teacher, teacher, head teacher lead teacher, program director, and different levels of Director. Staff may enter the role for which they are pre-qualified, and may move up to the next role when qualified by ongoing training and experience. Salary schedules are set up establishing a stepped reward system, with increases in pay accompanying increased coursework, longevity in employment, and/or movement upward by role.

In states where licensing of private day care or nursery schools defines only the teacher role (by various different names), the model presented officially is two versions of the static model. The schools' definition of professionalism through pre-employment certification starkly contrasts with licensing requirements for the teacher role with low pre-qualifications. Viewing the two systems as static models, the schools are vastly more professional.

It is difficult for professionals in those states to visualize another model. In seven states, there are no educational requirements or ongoing training requirements for teachers. Nine more would permit experience to be substituted for training, even though research indicates that training has a positive effect but experience without supervisory standards has no effect. Clearly, some states will have to upgrade their licensing as the field becomes more professionally developed.

In New York City, there has been a longstanding commitment to equity of professionalism across the schools and publicly funded day care programs by requiring a teacher certificate for teachers who work in day care and Head Start. Only 56% of the teachers in Head Start and day care meet the desired standard.

How real is the dynamic model in day care/nursery schools?

The career ladder model is only an emerging one, consistent with the aspiration of the field, well implemented in many existing programs through administrative policy and union contracts, and embrionically present in certain licensing requirements. It offers, to staff, incentives for ongoing personal growth. It does not separate care from education. It is more cost effective than the static model. It preserves the flexibility to permit employment of community members who may have needed skills but may not have had prior access to college, without exploiting them in permanent low-level roles. It preserves the integrity of the concept of professionalism based on knowledge with college credit. Many believe it to be a superior model for professional development.

Ten states require a specialized teacher, who is better qualified than the other teachers, to be in every center. The names given to this person include Head Teacher, Chief Caregiver, Specialist, Supervisor, Program Supervisor, Group Supervisor, and Teacher (in a state where other staff are called child care workers). The states are:

CT	PA
MA	NY
NH	ND
NJ	SD
OR	RI

States that require more than one such person as centers become larger include Massachusetts, New Hampshire, New Jersey, and Pennsylvania.

A detailed example of the dynamic model, will be described below.

As the field becomes more professionalized, centers are instituting policies for staff reward systems that reward both education and longevity. Sometimes these policies result from union negotiations; sometimes they are administrative decisions. Examples are included in Appendix A.

What Must the School System Do?

There is increasing interest among the schools in early childhood programs. The High/Scope and other data have convinced decision-makers that starting education early will result in greater likelihood of school success, social responsibility and job productivity.

It is clear, however, that the positive results are associated only with developmentally appropriate

programming, which will require early childhood knowledge and skills in teacher credentialling.

It is also clear that part-day programming traditional with the schools does not meet the needs of young children whose parents are employed. Many schools are reluctant to add hours to their programs out of an instinctive feeling that children will be over-stressed by the longer day. Children, however, have this longer day regardless of the length of the school's program. Instead of a well-paced program that is designed for the long day, children are often subjected to two different, unconnected programs to cover their day, a very stressful situation.

As schools respond to the need for day care, they have a choice of instituting well-paced longer programs, or planning with the community for transitions that meet children's needs. Either way, they will need the expertise that has developed over the years in the day care/nursery school field.

Early Childhood Teacher Qualifications in Schools

Before public school teachers can achieve excellence in teaching young children in schools or cross the bridge into the other early childhood network, they would need experience with the age group, and knowledge of child growth and development. The public education system needs to establish a developmentally appropriate credential within its own system in order to achieve quality within this system and such a credential will contribute to unifying the early childhood profession.

About half the states have no certification for prekindergarten teacher (27), although most states certify kindergarten teachers (47). The kindergarten certificate is most commonly K-6. The different early childhood certifications are included in Appendix B. For many of these certificates, a practicum in a kindergarten would be sufficient early childhood experience. Given the trend for kindergartens to reflect elementary teaching techniques, such a credential would not assure early childhood knowledge or skills. Data is not available on the number of states that would require experience with children younger than schoolage as a practicum requirement for the early childhood certificate.

Bridges into School Positions from Day Care/Nursery School

If the early childhood field is to develop as a profession it is essential that bridges exist across the school-based early childhood programs and those located in other community agencies.

One solution would be for the schools simply to adopt the dynamic model, define the same roles and permit the same flexibility that is possible privately. Arguments in favor of this solution would be the fact of the clear labor shortage if these programs are to expand, the cost effectiveness of a model that does not compromise the known value of low ratios and small group size, the wholistic integration of care and teaching over a longer day, and the unifying effect on the professional community when staff qualifications and reward systems are consistent.

Such a solution may be possible in some schools, but probably not in most. The model is very different from the traditional nineteenth-century vision of professionalism, and may not be acceptable to teachers and their unions in many school systems. In this case, the school and the state Department of Education should be aware of the dynamic model in the community, and might make some adaptations in the early childhood staffing in schools to encourage staff to cross back and forth between the systems.

The lead teacher role needs to be seen as the one most closely approximating the school's teacher qualifications. As schools add early childhood programs, they will find highly skilled staff at this level; however, only some of them will have reached this level through the B.A. or M.A. in early childhood education. Those who meet the schools definition of teacher qualifications should certainly be paid the same salary as any teacher. The Department of Education might permit a Associate Teacher in order to encourage employment of lead teachers whose skills are excellent but who have not yet reached the college level of qualifications for a certificate. These teachers would need access to continuing education in order to advance to the level of teacher as defined by the schools.

Assistant teachers could also be established. These teachers should have access to training so that they can aspire to become full teachers if they choose.

What if the schools adopt the fifth year concept?

There are different models emerging for revising teacher credentialing and teacher education in the different states. One proposed example would be requiring a four year liberal arts degree of all teachers, with a fifth year of specialized subject matter education. Teachers could be employed provisionally with their B.A. degree, supervised by qualified teachers in their work, while they completed the advanced coursework qualifying them to become fully credentialled teachers.

It is not clear what this concept will do in the early childhood field. The emphasis on subject matter is not

exactly appropriate for early childhood teaching, since young children do not learn in subject matter categories. If the subject matter is young children and how they learn, for early childhood certification, the reform will be reasonably appropriate, while creating some upheavals in teacher education institutions.

The creation of a provisional teacher and an in-school emphasis on supervision might result in more flexibility for crossing the bridge between early childhood programs and the schools. Lead teachers with liberal arts degrees would be qualified to be provisional teachers. Associate teachers with experience and academic education in child development for young children might become credentialed teachers by completing the liberal arts requirement.

What Should Centers Do?

One basic principle would be that teachers with comparable qualifications are rewarded comparably, regardless of setting, since the work is the same. In practice, this would mean that some of the lead teachers, qualified to hold a teacher credential in early childhood, would be paid roughly the same as an N-3 teacher in a public school. More resources will have to flow into the early childhood budget on the income side before this principle can be a reality, but it is an important goal to establish very clearly at this time.

This is not to say that salaries would be exactly the same, but that they would be reasonably close. The present gap is simply unacceptable. It should be remembered that there are some perceived advantages to working in private settings that may compensate for somewhat lower salaries; this has often been the case between private schools and public schools and may be expected in the early childhood field as well.

Day care and nursery schools have more autonomy to adopt staffing patterns that meet their own unique vision of excellence. They have been highly constrained by inadequate resources. It will be important that public and private funds be sought in order to establish a reward system that pays a lead teacher a comparable salary with a public school teacher when each have the same qualifications.

These programs should also be pursuing reward systems reflecting the dynamic model, even when the states do not stimulate such a model in licensing requirements. Center directors can establish a range of stepped roles in their programs, with higher pay for higher roles or for more qualifications in the same role.

What Should Head Start Do?

Head Start might build a master teacher concept and reward more uniformly into its staffing vision, so that every program would have a role model or models beyond the CDA. CDA's would have to have real opportunity to achieve this college-recognized status, through access to training, and ongoing advocacy of the Head Start leadership.

This model is in place in some Head Start programs already. For example, Broward County, Florida has a five tiered system in its Head Start classes, with aides, assistant teachers, associate teachers, teachers, and teacher supervisors. Massachusetts' Head Start has an education coordinator, head teacher, teacher, assistant teacher, and teacher aide. Despite these and other examples, the career ladder model has not been emphasized, as such, system-wide, despite its consistency with Head Start principles. Nor has Head Start in recent years emphasized the idea of professional equity by paying its academically qualified teachers what they would earn in public school settings in the same community. In its early days, however, Head Start did have such a principle.

A Detailed Discussion of the Model

The dynamic model has been discussed above in general terms. The following is an example in more detail, using the proposed changes in one state's qualifications systems as a basis. Massachusetts in 1988 rewrote both its licensing requirements for staff and its teacher certification requirements for early childhood teachers in the schools. While these proposed changes do not add up to the dynamic model full-blown, they do include steps in that direction that are important.

Licensing and Privately Administered Programs

In licensing, the state is establishing the following roles, with a progression of qualifications for each role. Several levels of directors, a lead teacher, a teacher, and an aide, are established. Centers can add other roles to this progression if they choose, since the licensing does not spell out how a center must run. for example, a center might set up the following progression:

Director
Master Teacher or Head Teacher
Lead Teachers
Teachers
Assistant Teachers
Aides

A person may enter any role fully qualified by pre-service education, or may enter the role by promotion after having participated in college-credit training after employment. Entry level as an aide is easy enough to encourage entry into the field by members of a child's community, parents, liberal arts graduates, and others. Wheelock College has found through interviewing important professional leaders in the day care/early childhood field in its Professional Roles course that none of them were pre-qualified for their first employment in the field; they all received their Master's degrees after substantial experience. This system preserves the values of that current reality.

The qualifications for the roles are spelled out on the next page. Academic coursework is required of all teachers. This coursework, in general, carries college credit or continuing education units, with the exception of extensive course work/supervision/and experience in a vocational high school program. The CDA is considered to fit into the system at a level before the qualification of a two-year A.A. degree specializing in early childhood. For each role several combinations of recognized course work with experience are required. All lead teachers must have college work. Supervised experience is weighted more heavily than life experience.

Public School Credential

Massachusetts law required the Department of Education to set standards for state-funded programs for four-year-olds that were no less stringent than those standards applied to private programs through licensing. Since the licensing agency has always required early childhood courses and experience with the age group, it was necessary for the Department of Education to revise their teacher credential to assure that all teachers who work with young children have early childhood knowledge and experience with the age group.

The proposed credential to work with young children N-3 would require practicum experience with children younger than kindergarten age. The Early Childhood Advisory Committee is recommending 300 hours of field experience, in two placements, one of them with preschool, and one at the kindergarten or first through third grade level. In addition, the standards for competence and professional study will assure early childhood knowledge and skills.

Roles in the two systems are as follows:

Licensed system	School system
	Superintendent
	Principal
Level 1 and 2 Administrator	Program Director
	Teacher
	Provisional Teacher
Lead Teacher	Associate Teacher
Teacher	
Aide	Aide

Depending on qualifications, a lead teacher in the licensed day care system might be qualified to be an associate teacher, a provisional teacher, or a teacher, in the school system.

A teacher in the licensed day care system is not likely to qualify for these roles, but with access to training could move up to lead teacher. The bridging role, therefore, is the one the state calls "lead teachers."

The Need for a Broader View of Training

All the different systems where professional staff work with young children need to attract, retain, and qualify staff for upward mobility if the dynamic model is to be a reality. Further, the school system, which has credentialed teachers that may not yet qualify as early childhood teachers has a need for high quality education in developmentally appropriate programming and teaching.

It seems clear that more collaboration across these systems will clarify the common profession, and will have the further results of enhancing collaboration across the systems, improving transitions for children and reducing inappropriate competition for resources.

Joint training across Head Start, Title XX day care, training to meet licensing requirements, and for public school teaching is therefore especially needed at this time. The dynamic model assumes excellence in available training. The schools will also need ongoing training to qualify more teachers to work with young children. This common interest in training offers an excellent opportunity for joint training programs at the community level to bring divergent interest together, improve collaboration, reduce inappropriate competition, plan for transitions in the interest of children, and improve the quality of both systems.

Appendix A

Examples of reward systems in private day care/nursery school programs.

This schedule is based on an actual wage agreement negotiated between a child care union and a large day care association in a major city. There is one schedule for each position, or for each job classification in larger organizations. This is the schedule for a classroom teacher.

TRACK	A	B	C	D	E
Experience	12 credits Early Ch: Ed.	AA in related + 12 ECE credits or 18 ECE credits	BA in related + 12 ECE creds. AA in related + 18 ECE creds. or 24 ECE creds.	AA in ECE BA related + 18 CDA + 12 AA related + 24	BA ECE AA ECE + 12 BA related + 24 AA related + 30
6 mo–1 yr					8.79
35 hours					16,000
40 hrs					18,286
1.0–1.5 yrs		7.69	7.91	8.24	8.91
35 hrs		14,000	14,400	15,000	16,215
40 hrs		16,000	16,457	17,143	18,532
1.5–2.0 yrs		7.80	8.02	8.35	9.03
35 hrs		14,200	14,592	15,200	16,431
40 hrs		16,229	16,676	17,371	18,778
2.0–2.5 yrs		7.91	8.12	8.46	9.15
35 hrs		14,400	14,783	15,400	16,646
40 hrs		16,457	16,895	17,600	19,024
2.5–3.0 yrs		8.02	8.23	8.57	9.26
35 hrs		14,600	14,975	15,600	16,862
40 hrs		16,686	17,114	17,829	19,270
3.0–3.5 yrs	7.69	8.13	8.33	8.68	9.38
35 hrs	14,000	14,800	15,167	15,800	17,077
40 hrs	16,000	16,914	17,333	18,057	19,516
3.5–4.0 yrs	7.80	8.24	8.44	8.79	9.50
35 hrs	14,200	15,000	15,358	16,000	17,292
40 hrs	16,229	17,143	17,552	18,286	19,763
4.0–4.5 yrs	7.91	8.35	8.54	8.90	9.62
35 hrs	14,400	15,200	15,550	16,200	17,508
40 hrs	16,457	17,371	17,771	18,514	20,009
4.5–5.0 yrs	8.02	8.46	8.65	9.01	9.74
35 hrs	14,600	15,400	15,742	16,400	17,723
40 hrs	16,686	17,600	17,990	18,743	20,255
5.0–5.5 yrs	8.13	8.57	8.75	9.12	9.86
35 hrs	14,800	15,600	15,933	16,600	17,938
40 hrs	16,914	17,829	18,210	18,971	20,501
5.5–6.0 yrs	8.24	8.68	8.86	9.23	9.97
35 hrs	15,000	15,800	16,125	16,800	18,154
40 hrs	17,143	18,057	18,429	19,200	20,747
6.0–6.5 yrs	8.35	8.79	8.97	9.34	10.09
35 hrs	15,200	16,000	16,317	17,000	18,369
40 hrs	17,371	18,286	18,648	19,429	20,993
6.5–7.0 yrs	8.46	8.90	9.07	9.45	10.21
35 hrs	15,400	16,200	16,508	17,200	18,585
40 hrs	17,600	18,514	18,867	19,657	21,240
7.0+ yrs	8.57	9.01	9.18	9.56	10.33
35 hrs	15,600	16,400	16,700	17,400	18,800
40 hrs	17,829	18,743	19,086	19,886	21,486

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Appendix B

Certification Type: Early Childhood Education Scope and State

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TABLE 6

ENDORSEMENTS TO ELEMENTARY EDUCATION (1-6 or 1-8)

ARKANSAS
Kindergarten with 15 semester hrs and kdgn student teaching

CALIFORNIA
Kindergarten Endorsement to Multiple Subject Certification Kindergarten (crs & kdgn student teaching)

FLORIDA
Kindergarten (with 6 sem hrs)

INDIANA
Kindergarten (with 15 sem hrs & kdgn student teaching)

LOUISIANA
Nursery (with 9 sem hrs & n.s. student teaching; Kindergarten (with 9 sem hrs & kindergarten student teaching)

MICHIGAN
Kindergarten (with 18 sem hrs field experiences)

MINNESOTA
Early Childhood (kdgn methods & student teaching)

NEW JERSEY
Nursery-Kindergarten (upon completion of El. Ed. & passing General Knowledge of NTE)

NORTH DAKOTA
Kindergarten (with 12 sem hrs & kindergarten student teaching)

OHIO
Kindergarten (with 2 courses)

SOUTH CAROLINA
Early Childhood (with 12 sem hrs & 520 on NTE specialty area in early childhood education)

TENNESSEE
Early Childhood (K-3 with 15 qtr hrs & student teaching)

TEXAS
Kindergarten (with 12 sem hrs)

WISCONSIN
Kindergarten (courses & kdgn student teaching)

TOTAL: 14 states

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TABLE 3

CERTIFICATION TYPE: EARLY CHILDHOOD EDUCATION SCOPE AND STATE

Pre-kdgn (0-4)	Birth thru Kdgn (0-5)	Birth thru 3rd grade (0-8)	Nursery-kdgn (3-5)	Nursery-2 (3-7)	Nursery-3 (3-8)	Nursery/kdgn (3-9)	Kdgn-3 (5-8)	Kdgn-6 (5-9)
Indiana	Nebraska	Illinois	Delaware	Oklahoma	Alabama	Virginia	Delaware	Georgia
Kansas		New Hampshire	District of Columbia	Rhode Island[3]	Colorado[1]		Massachusetts	North Carolina
		Vermont	Maryland		Missouri[2]		Wyoming	South Carolina
			West Virginia[5]		Pennsylvania			
					Utah			
					Washington[4]			

1 (3-8 yrs)
2 Pre-K-3
3 Preschool-2
school-3
. . process of being implemented

TOTAL: 25 states and the District of Columbia

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PROPOSED MODEL OF PROFRESSIONAL ROLES, CAREER LADDER, AND WAGE STRUCTURE, FOR PRIVATE EARLY CHILDHOOD PROGRAMS

Name of Role	Academic Preparation	Required Courses	Supervised Field Work Required	Job Experience Required
Executive Director	MA/MS in ece when BA was ece	1 or more admin.	+At least one ece/day care practicum	None
	MA/MS in ece when BA was unrelated	1 or more admin.	+At least one ece/day care practicum	+6 months
	Lead teacher Qualified	1 or more admin.	None additional	+1 year as Lead Teacher
Lead Teacher	BA/BS in ece or N-3 certified	No additional	At least one full practicum in ece/ day care	None
	B/A B/S not in ece	4 courses OR	None	+1 yr.
		CDA	Demonstrated Competency	None
	AA/AS in ece	No additional	4 semesters	1 Year
	CDA	+ 3 courses	Demonstrated Competency	2 Years
	Voc.Tech. Approved	4 courses	No additional	30 months
	High School	4 courses	No additional	36 months
Teacher	BA unrelated	+1 course : . . child devel.	None	9 mo.
	AA/AS in ece	No additional	4 semesters	None
	Voc. Tech.	No additional	2 years	None
	High School	+1 course	None	1 Year
Assistant Teacher	Voc.Tech	No additional	2 years	None
	High School	+1 course	None	6 months
Aide	No	Must take course	No	No

DR Jo Wh

JOAN COSTLEY
GWEN MOROW
JUNE, 1987

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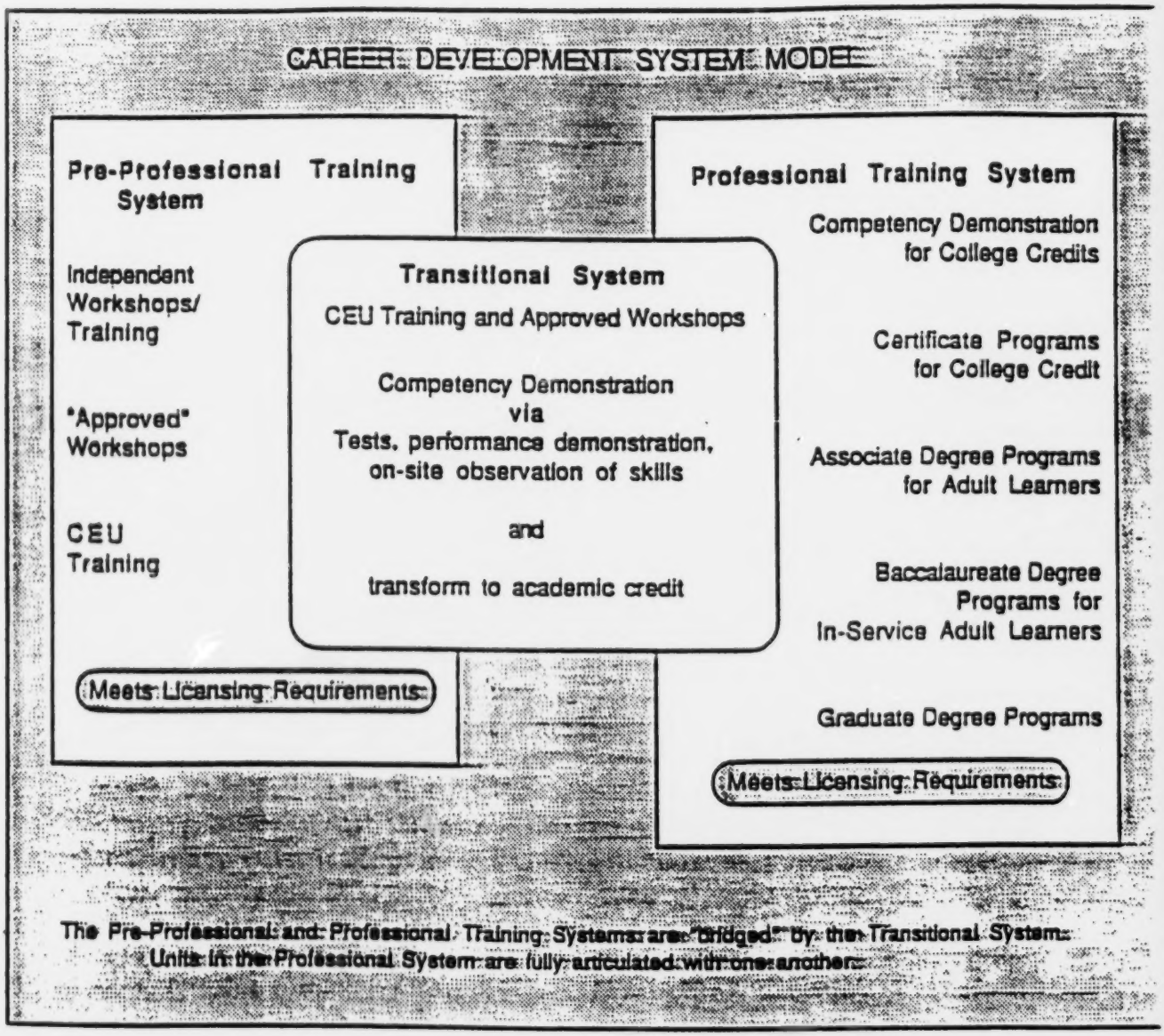
CAREER DEVELOPMENT SYSTEM MODEL
Pre-Professional Training System
Independent Workshops/ Training
"Approved" Workshops
CEU Training
Meets Licensing Requirements
Transitional System
CEU Training and Approved Workshops
Competency Demonstration via Tests, performance demonstration, on-site observation of skills
and
transform to academic credit
Professional Training System
Competency Demonstration for College Credits
Certificate Programs for College Credit
Associate Degree Programs for Adult Learners
Baccalaureate Degree Programs for In-Service Adult Learners
Graduate Degree Programs
Meets Licensing Requirements
The Pre-Professional and Professional Training Systems are "bridged" by the Transitional System. Units in the Professional System are fully articulated with one another.

Brown, N., Costley, J., and Morgan, Gwen, Delaware First...Again, The First Comprehensive State Training Plan For Child Care Staff. Final Report of Planning Project, May 1990, p. 26.

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PROPOSED STAFF QUALIFICATIONS REGULATIONS

Education/Training Acquired	Assistant Teacher	Teacher H.S. or 21		Lead Teacher H.S. and 21		Level I Administrator		Level II Administrator	
		Education	Experience	Education	Experience	Education	Experience	Education	Experience
No Prior Education	18 yrs or HS Diploma or supervison requirements for 16 & 17 year olds	1 course in Child Dev.	9 mos	4 courses in ECE from core categories incl. Child Development	36 mos.	Same as Lead Teacher plus one course in day care administration	+2 cr in ECE	Same as Level I plus one more course in day care administration	36 mos No additional experience required
Child Development Associates (CDA) Credential = 3 ECE	Qualified	Qualified		Child Dev.	18 mos		+2 cr ECE		18 mos
Associates in ECE	Qualified	Qualified		Qualified	12 mo/2 prac or 21 mo/1 prac				18 mos or 27 mos
Associates-related	Qualified	Child Dev.	9 mos	4 ECE	27 mos		+2 cr ECE		27 mos
Bachelors-unrelated	Qualified	Child Dev.	6 mos	4 ECE	18 mos or 2 prac.		+2 cr ECE		18 mos or 2 prac.
Bachelors-related	Qualified	Child Dev.	3 mos	4 ECE	9 mos or 1 prac.				15 mos
Bachelors in ECE or K-3 or TYCwSN (DOE)	Qualified	Qualified		Qualified					6 mos
Master in ECE w/ practicum	Qualified	Qualified		Qualified					6 mos
Alternative EC training program see definition	Qualified	Qualified		Qualified	depends on prior ed.				depends on prior ed

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